



# Rhode Island Model Academy for Personnel Evaluating Teachers

## **Day 3: Student Learning Objectives**

# Student Learning Objectives

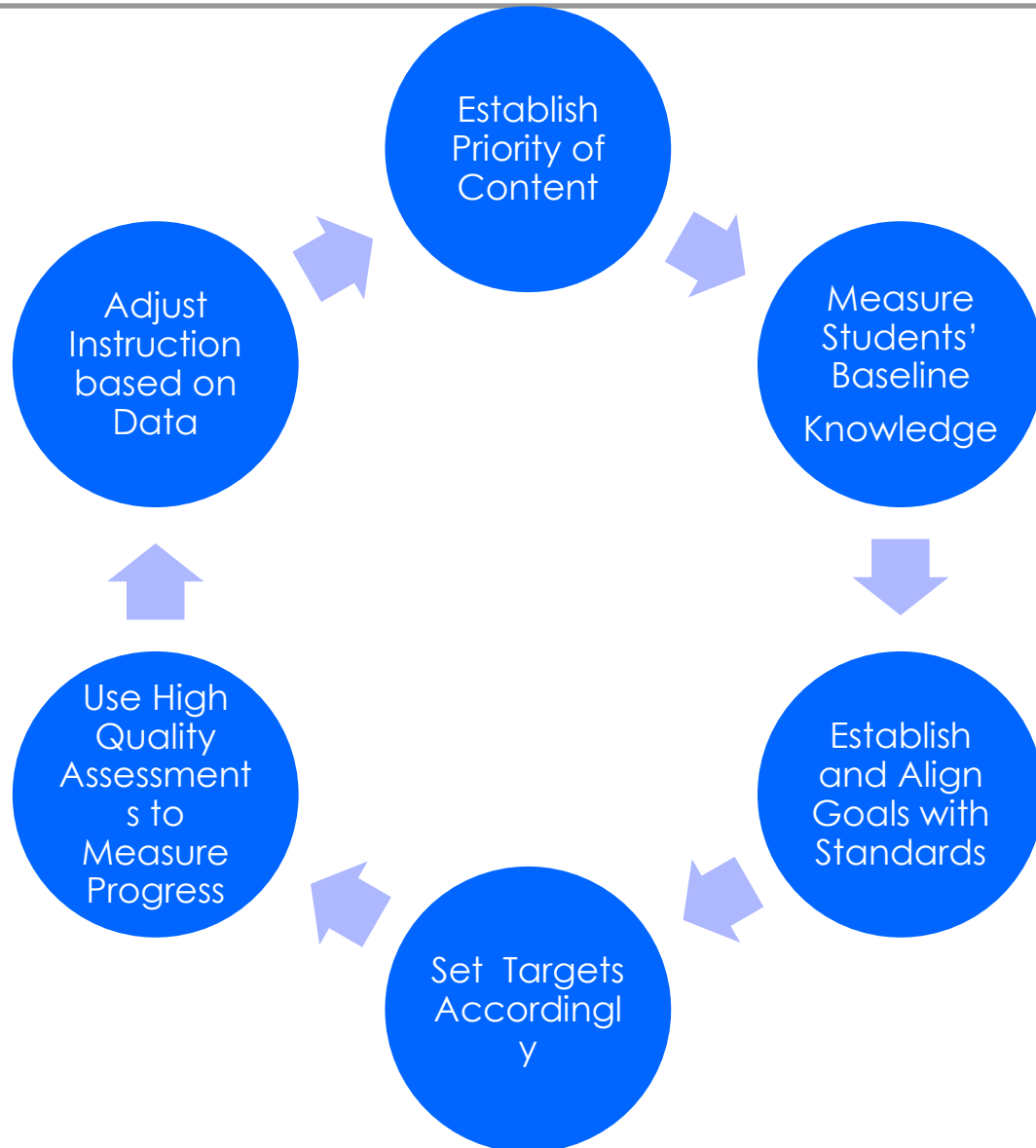
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## Quick reflect:

Think of the best educators you know. What practices do they use to ensure their students are learning during each lesson, each unit, and at the end of each instructional period? Make a list of as many strategies as you can think of in the next five minutes.

# Student Learning Objectives Reinforce an Effective Instructional Cycle



pp. 29-30



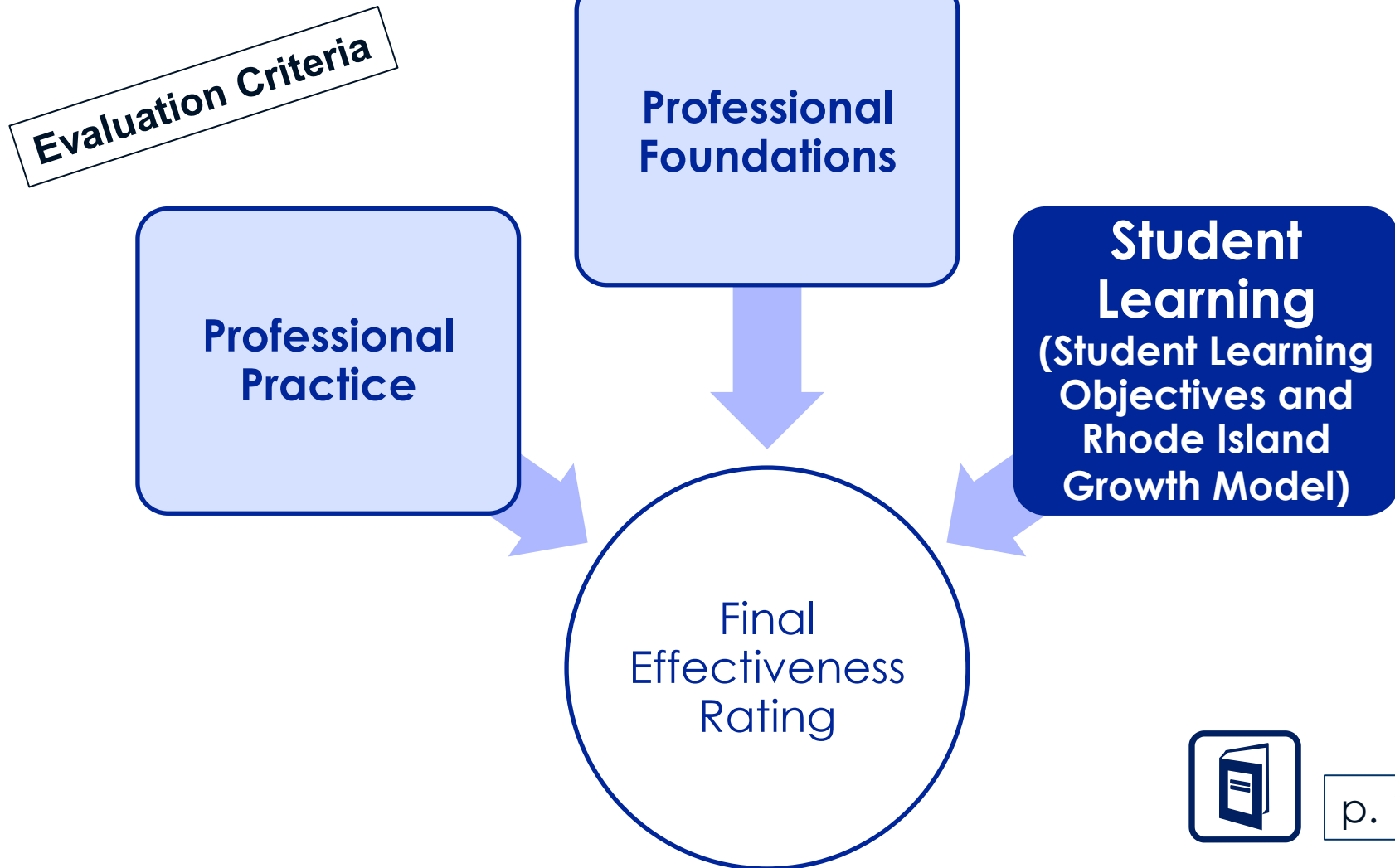
## Session 1: Introduction & Framing

### Objectives:

#### **Evaluators will be able to:**

- Develop a common understanding of the purpose of setting SLOs
- Differentiate SLOs that are approvable and SLOs that are in need of revision
- Recognize that measuring student learning with SLOs aligns with what they already know about best practice.
- Understand where SLOs fit into the big picture of Educator Evaluation

## Edition II: Student Learning



# Student Learning Objectives Framing

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**A Student Learning Objective is a long term, measureable, academic goal that educators set for students.**

The purpose of an SLO is to measure students' growth over the course of an academic term.

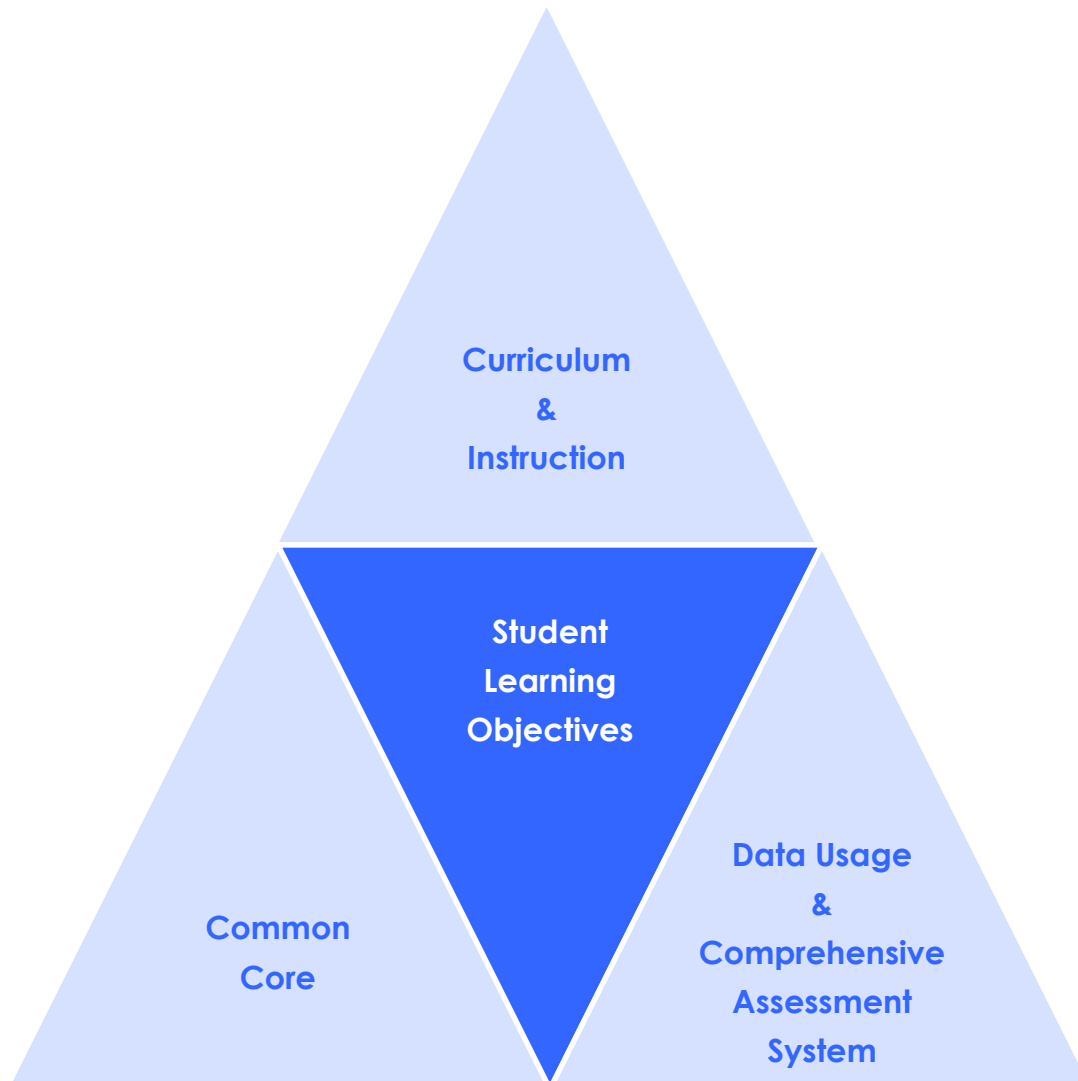
Student Learning Objectives consist of **content standards, evidence, and targets:**

- ✓ The **content standards** can be CCSS, GSEs/GLEs, or other national standards
- ✓ The **evidence** is the assessment(s) used to measure student progress/mastery
- ✓ The **target** is the numerical goal for student progress/mastery, based on available prior data



p. 30

# Student Learning Objective Framing



## Instructional Coherence

Student Learning Objectives are not a disconnected initiative. Rather, they bring together all the essential aspects of instruction.

Curriculum, standards, data, and the CAS inform high quality SLOs

# Alignment of Student Learning Objectives

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District Priority



Administrator SLOs



Teacher SLOs

Student Learning Objectives should be aligned so that district priorities inform administrators' Student Learning Objectives.

Building administrators' Student Learning Objectives guide teacher Student Learning Objectives (when applicable).

All educators will have a set of at least two, but no more than four Student Learning Objectives.



# Anatomy of a Student Learning Objective



## Session 2: Anatomy of an SLO

### Objectives

#### **Evaluators will be able to:**

- Review components of an SLO and the SLO submission process
- Understand best practices for each component of an SLO
- Understand the interconnected nature of the components of an SLO

# Anatomy of a Student Learning Objective

Student Learning Objectives include:

- Objective Statement
- Rationale
- Aligned Standards
- Students
- Interval of Instruction

**Priority of Content**

- Baseline Data
- Target(s)
- Rationale for Target(s)

**Rigor of Target**

- Evidence Source
- Administration
- Scoring

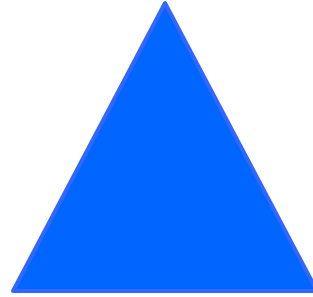
**Quality of Evidence**



p. 32

# Anatomy of a Student Learning Objective

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- The SLO form no longer requires teachers to designate an SLO as “Progress” or “Mastery” objective
- During gradual implementation, RIDE observed that setting up this dichotomy was not useful and created more confusion than clarity
- Targets will still be based on progress or mastery (or, in some cases, both)

## Objective Statement

Identifies the priority content and learning that is expected during the interval of instruction. The objective statement should be broad enough that it captures the major content of an extended instructional period, but focused enough that it can be measured.

Example:

All students will improve their reading comprehension of informational text, as measured by their ability to use explicitly stated information to answer questions about the text, identify the general topic of a text, and make inferences and/or draw conclusions about central ideas that are relevant to the text.



## Rationale

Provides a data-driven and/or curriculum-based explanation for the focus of the Student Learning Objective and indicates if it's aligned with a building administrator's Student Learning Objective.

- What learning is necessary?
- What is being done to achieve learning?
- How will it be determined that learning is being attained throughout the year?
- How will it be determined that learning has been attained by the end of the year?

## Aligned Standards

Specifies the standards (e.g., CCSS, Rhode Island GSEs, GLEs, or other state or national standards) with which this objective is aligned.

Example:

IT 7.3 Using explicitly stated information to answer questions about the text

IT 8.1 Identifying the general topic of a text.

IT8.2 Making inferences and/or drawing conclusions about central ideas that are relevant to the text.

IT 7.3 Using explicitly stated information to answer questions about the text

IT 8.1 Identifying the general topic of a text.



## Students

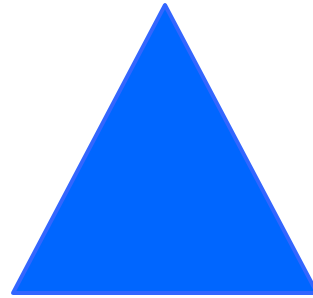
Specifies the number of and grade/class of students to whom this objective applies.

Example:

This objective applies to the 25 students in my 5<sup>th</sup> grade class.

# Anatomy of a Student Learning Objective

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- **Teachers do not need to include ALL of the students for whom they are responsible in their set of SLOs**

Ex. If a teacher has 2 sections of Algebra I, 1 Geometry class, and 1 AP Calculus class, they can set 1 SLO for her Algebra students and 1 for her Geometry students, and not set one for her AP Calculus students.

- **However, if they are writing an SLO for a particular class, the teacher should not exclude any students in that class from the SLO.**

Ex. If she has 46 students in her two sections of Algebra I, all 46 students should be accounted for her in Algebra I SLO.





## Interval of Instruction

Specifies whether this objective applies to the entire academic year. For educators who work with students on a shorter cycle, the length of the interval of instruction should be defined.

Example:

2012-2013 School Year

## Baseline Data

Describes students' baseline knowledge, including the source(s) of data and its relation to the overall course objectives. If baseline data are not available for the student population to whom the Student Learning Objective applies, data about a similar student group (such as students taught in a previous year) or national expectations about student achievement in this area may be referenced.

- Baseline data may include:
  - o prior year assessment scores or grades
  - o beginning-of-year benchmark assessment data
  - o other evidence of students' learning, such as portfolio work samples

Example:

During the first week of school, students completed a mile run. Only 50% of students ran the mile in under 10 minutes. Of those, 25% ran the mile in under 8 minutes. The other 50% ran the mile in over 10 minutes.



## Target(s)

Describes where the teacher expects students to be at the end of the interval of instruction. The target should be measureable and rigorous, yet attainable for the interval of instruction. In most cases, the target should be tiered (differentiated) so as to be both rigorous and attainable for all students included in the Student Learning Objective.

Example:

15 students will demonstrate a 30% increase in accuracy in their demonstration of reading comprehension of information text without prompting.

10 students will demonstrate a 15% increase in accuracy in their demonstration of reading comprehension of informational text.



**Progress Target: X% or # of students will improve by Y points/levels on Z assessment\***

World Languages: 100% (26/26) of students will improve by at least 20 points from Q1 to Q4 on the French 2 Quarterly Assessment.

**Mastery Target: X % or # of students will achieve level Y on Z assessment\***

World Languages: 100% (26/26) of students will attain a passing score on the French 2 final Quarterly Assessment.

Targets that include less than 100% of students should be tiered so that all students in a class, prep, or subject are accounted for.

**Phys Ed:** All students (26)  
will improve upon their  
Mile Run completion time:

- 16 students will improve their overall completion time by 10%.
- 10 students will improve their overall completion time by 5%.



Additional Examples  
in Participant Packet

Additional examples will be  
posted on the RIDE site by  
the end of August 2012



## Rationale for Target(s)

Explains the way in which the target was determined, including the data source (e.g., benchmark assessment, historical data for the students in the course, historical data from past students) and evidence that the data indicate the target is both rigorous and attainable for all students. Rationale should be provided for each target.

Example:

These targets were informed by my data from last year's French 2 student data. I created tiers based upon the Q1 assessment, which indicated that 85% of students are on-track. The remaining 15% are entering the course lacking some foundational skills from French 1. Therefore, I have set a slightly lower, though still rigorous, target for these students.



## Evidence Source

Describes the evidence that will be used to measure student learning, why the evidence is appropriate for measuring the objective, and its level of standardization.

Example:

Curriculum-embedded common reading assessments will be collected at least twice per month to monitor student progress toward the identified objective. The students will read and respond to informational texts that have been adapted from texts used in the curriculum.



- High-quality evidence is essential to the accurate measurement of students' learning.
- Various assessments may be used as evidence of target attainment, ranging from teacher-created performance tasks to commercial standardized assessments.
- Common assessments for the same courses will save time for teachers and evaluators.



p. 69

**Note:** Grades can be a good indicator of student learning, but they often include non-academic factors (behavior, timeliness, neatness) and more standards than what would typically be measured in a single SLO.





## Administration

Describes how the measure of student learning will be administered (e.g., once or multiple times during class or during a designated testing window by the classroom teacher or someone else).

Example:

The common reading assessment will be administered bi-weekly by the classroom teacher. 6 point rubric scoring will be calibrated along with the other 5<sup>th</sup> grade reading teachers to promote scoring consistency.



## Scoring

Describes how the evidence will be collected and scored (e.g., scored by the classroom teacher individually or by a team of teachers; scored once or a percentage double-scored).

Example:

The classroom teacher will score the common reading assessment that is administered bi-weekly using a 6 point rubric that was designed by the grade level team and department chair.

## Submission Process (with EPSS)



### Session 3: Submission Process (with EPSS)

#### Objectives

#### **Evaluators will be able to:**

- Understand the principal's role in setting school priorities through their SLOs
- Understand the principal's role in convening teacher teams
- Understand the basic structure of EPSS (for submitting SLOs)

## Timeline of the SLO Process



# Implementation Planning

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## Step 1: Set Administrator SLOs

Building administrator reviews school improvement plan with administrator teams to set administrator SLOs.

## Step 2: Train Faculty and Staff

Building administrator explains measures of student learning to faculty and shares administrator SLOs.

## Step 3: Form Teacher Teams

*Note: This step is recommended, but not required*

- Identify a leader for each team (e.g., outstanding teacher, department/grade chair, assistant principal)
- Create the time and space for teams to meet
- Share knowledge about available common assessments with each team

**Note:** In most cases, teachers of the same grade/subject should have the same objectives and evidence. Each teacher will set targets for their specific classroom.

## Stop and jot:

- How could you divide up your staff into teams?
- Who could lead team meetings for each group?
- When might these meetings take place?

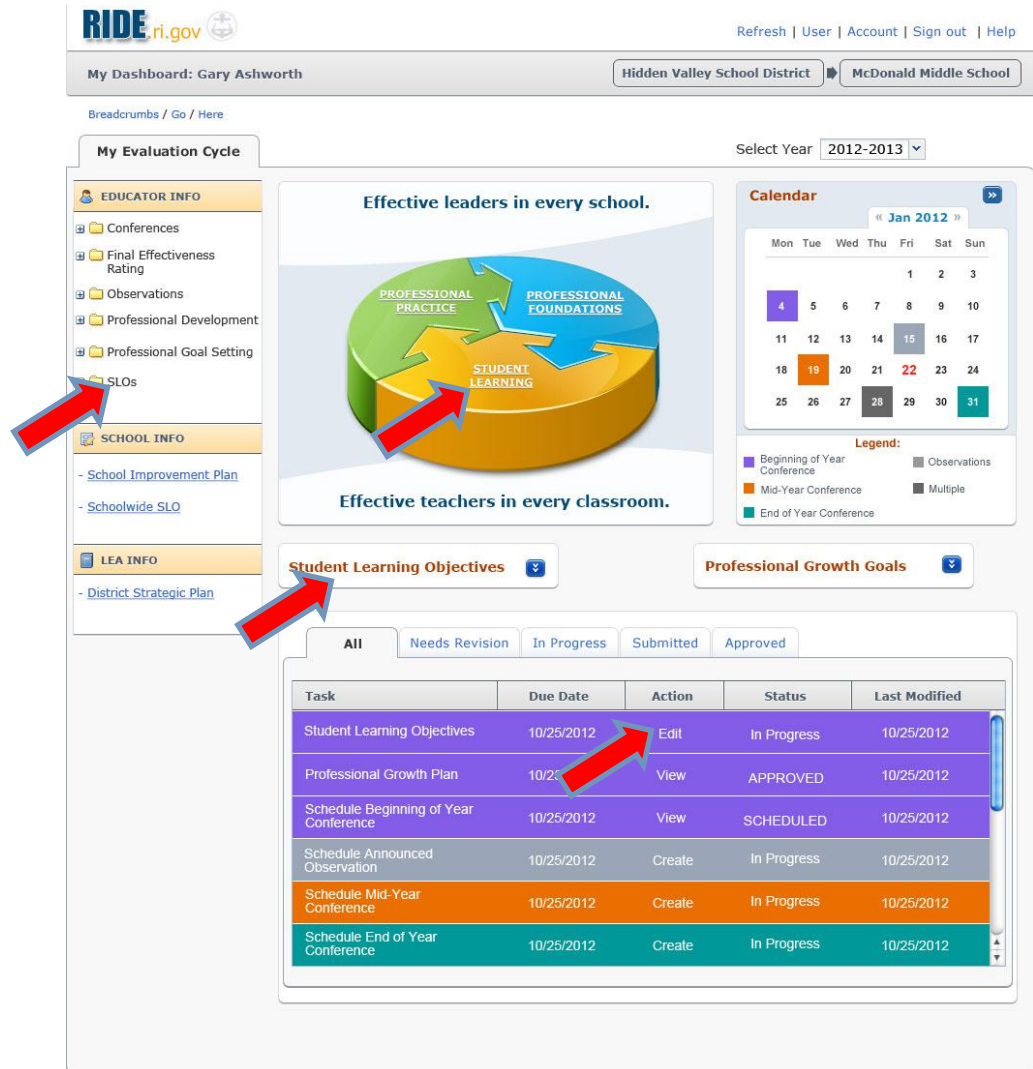
5 min.



# How to Access the Student Learning Objectives Component

- There are multiple entry points to the SLO component from the educator dashboard

Forms may be found on the RIDE website within the EPSS page referenced yesterday.



**RIDE** ri.gov

Refresh | User | Account | Sign out | Help

My Dashboard: Gary Ashworth

Hidden Valley School District | McDonald Middle School

Breadcrumbs / Go / Here

Select Year: 2012-2013

**My Evaluation Cycle**

**EDUCATOR INFO**

- Conferences
- Final Effectiveness Rating
- Observations
- Professional Development
- Professional Goal Setting
- SLOs**

**SCHOOL INFO**

- School Improvement Plan
- Schoolwide SLO

**LEA INFO**

- District Strategic Plan

**Effective leaders in every school.**

**Effective teachers in every classroom.**

**Student Learning Objectives**

**Professional Growth Goals**

**Calendar**

Mon Tue Wed Thu Fri Sat Sun

1 2 3

4 5 6 7 8 9 10

11 12 13 14 15 16 17

18 19 20 21 22 23 24

25 26 27 28 29 30 31

**Legend:**

- Beginning of Year Conference
- Mid-Year Conference
- End of Year Conference
- Observations
- Multiple

**Student Learning Objectives**

All | Needs Revision | In Progress | Submitted | Approved

Task	Due Date	Action	Status	Last Modified
Student Learning Objectives	10/25/2012	Edit	In Progress	10/25/2012
Professional Growth Plan	10/25/2012	View	APPROVED	10/25/2012
Schedule Beginning of Year Conference	10/25/2012	View	SCHEDULED	10/25/2012
Schedule Announced Observation	10/25/2012	Create	In Progress	10/25/2012
Schedule Mid-Year Conference	10/25/2012	Create	In Progress	10/25/2012
Schedule End of Year Conference	10/25/2012	Create	In Progress	10/25/2012



# SLO Home Page



- High-level view of SLO set and its status
- Links to individual SLOs
- Links to SLO evidence
- Guidance documents
- **Add SLO:** launches the SLO Form
- **Submit SLOs for Approval:** notifies evaluator, locks set
- **Upload SLO Evidence:** links to the evidence upload utility

A Web Page

http://

[EPSS Home](#) > SLOs

2012 - 2013 ▼

**Submit SLOs for Approval**

SLO Set Approval Status: **AWAITING SUBMISSION**

**Add SLO**

Individual SLOs

[Delete](#) [For each SLO, click title to launch](#) [Status](#)

X	<a href="#">Explanatory Writing</a>	Not Yet Submitted
Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding statement.		
X	<a href="#">Government Structure</a>	Not Yet Submitted
Students will demonstrate an understanding of United States government (local, state, national) by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).		
X	<a href="#">Multi-step Math Problems</a>	Not Yet Submitted
Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry, patterns/relations/functions, data/statistics/probability).		

**Upload SLO Evidence**

SLO Evidence

# SLO Form (top)

- Field-level help ("??") on all form fields
- SLO Title** (short name) is required to save
- Add/Remove Standards:** launches the Standard Selector

SLO Form

http://epss.uri.edu

EPSS Home > SLOs > New SLO

EDUCATOR INFO

- Conferences
- Observations
- Professional Goal-Setting
- SLOs
  - SLO Reference
    - Approval Guidance
    - Scoring Guidance
    - Sample SLOs

SCHOOL INFO

- School-Wide SLOs
- School Improvement Plan

LEA INFO

- District Strategic Plan

SLO Title: ?

SLO Grade Level(s): ?

☐ Pre-K
 ☐ K
 ☐ 1
 ☐ 2
 ☐ 3
 ☐ 4
 ☐ 5
 ☐ 6
 ☐ 7
 ☐ 8
 ☐ 9
 ☐ 10
 ☐ 11
 ☐ 12

SLO Content Area(s): ?

☐ ELA/English
 ☐ Social Studies
 ☐ ESL
 ☐ Art
 ☐ Mathematics
 ☐ Music
 ☐ World Language
 ☐ Physical Education
 ☐ Science
 ☐ Other\*

\*If Other, please specify:

Objective Statement ?

Rationale ?

Aligned Standards ?


Add/Remove Standards

Standards Set ▲	Number	Standard

Other Standard(s):  
Use only if your chosen standard(s) cannot be found using the standards selector above.

## SLO Form (middle)

- Evidence Source 2 + 3 fields are optional and dependent on input
- SLO Targets
- Add/Remove Targets:** launches the Target entry modal

<b>Interval of Instruction</b> <input type="radio"/> Semester <input type="radio"/> School Year <input type="radio"/> Other			*If Other, please specify: <input type="text"/>
<b>Baseline Data</b> (?) <input type="text"/>			
<b>Target(s)</b> (?)			 <input type="button" value="Add/Remove Targets"/>
#	Details		
<b>Rationale for Target(s)</b> (?) <input type="text"/>			
	<b>Level of Standardization</b> (?) <input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<b>Description</b> (?) <input type="text"/>	
<b>Evidence Source 1</b> (required)			
<b>Evidence Source 2</b> (optional)	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input type="text"/>	
<b>Evidence Source 3</b> (optional)	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low	<input type="text"/>	
	<b>Administration</b> (?) <input type="text"/>	<b>Scoring</b> (?) <input type="text"/>	
<b>Evidence Source 1</b> (required)			
<b>Evidence Source 2</b> (optional)	<input type="text"/>	<input type="text"/>	
<b>Evidence Source 3</b> (optional)	<input type="text"/>	<input type="text"/>	

## SLO Form (bottom)

- **Results** - editable at the end of instructional period
- **Approval** and **Scoring** sections – used by Evaluators only
- **Reset:** clears form
- **Print:** prints form
- **Save & Notify:** evaluators can send form to others
- **Save:** saves form (but does not submit set)

**RESULTS**  
Complete at the end of the instructional period

**Results:** ?

**Summary Statement:** ?

[View Associated Evidence](#)

**Approval of Objective** ?  
To be completed by the evaluator

**Initial Approval**

	Acceptable	Needs Revision
Priority of Content ?	<input type="checkbox"/>	<input type="checkbox"/>
Rigor of Target ?	<input type="checkbox"/>	<input type="checkbox"/>
Quality of Evidence ?	<input type="checkbox"/>	<input type="checkbox"/>

**Notes:**

**Mid-Year Revision**

☐ Mid-Year SLO Revision (check if yes)

Reason for Revision: Role Change

**Notes:**

**Scoring of Objective** ?  
To be completed by the evaluator

☐ Did Not Meet   
 ☐ Nearly Met   
 ☐ Met   
 ☐ Exceeded

**Notes:**

Reset
Print
Save & Notify
Save

# How Are SLO Targets Entered?



1. Click **Add/Remove Targets**
2. Add at least one target (tiered targets are supported)
3. Click **Close**
  - **Close:** closes modal; returns to SLO Form

A screenshot of a web application showing the 'ADD TARGETS' modal. The modal is titled 'ADD TARGETS' and has a close button (X) in the top right corner. It contains a text area for 'SLO Title' and a text area for 'Objective'. Below these are five text input fields for targets, labeled 'Target 1 (required)', 'Target 2', 'Target 3', 'Target 4', and 'Target 5'. A red arrow points to the 'Close' button at the bottom right of the modal. The background shows a sidebar with 'EDUCATOR INFO', 'Conferences', and 'Observations'.

# How Are SLOs Aligned To Standards in EPSS?

1. Click **Add/Remove Standards**
  2. Filter by standard, grade, and/or subject
  3. Click **Add** for each desired standard
  4. Click **Close**
- **Add:** selects standard; adds to Selected list
  - **X:** removes standard from Selected list
  - **Close:** closes selector; returns to SLO Form

EPSS Home > SLOs > New SLO

EDUCATOR INFO  
Conferences  
Observations

SLO Title: ?  
Objective: ?

### STANDARD SELECTOR

Standards Set	Grade Filter	Subject Filter	Action
All	All	View All	
CCSS	Kindergarten	English	Add
GLE	Grade 1	Math	Add
GSE	Grade 2	Science	Add
NECAP	Grade 3	Social Studies	
RIPTS	Grade 4		
	Grade 5		
	Grade 6		
	Grade 7		
	Grade 8		
	Grade 9		
	Grade 10		
	Grade 11		
	Grade 12		

(NOTE: Standards to be supplied by RIDE. Sample values shown to represent functionality.)

### Selected Standards

RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.

X

Close

# SLO Evidence Management



- Uploaded SLO evidence is displayed on the SLO Home Page
- **Upload SLO Evidence:** links to the evidence upload utility

A screenshot of a web browser window titled "A Web Page" showing the SLO Evidence Management interface. The browser's address bar shows "http://". The page has a navigation menu on the left with links to "EPSS Home" and "SLOs". The main content area is divided into several sections. At the top right, there is a dropdown menu for the school year "2012 - 2013". Below this, the "SLO Set" section shows the "SLO Set Approval Status" as "APPROVED" in green. The "Individual SLOs" section lists three SLOs: "Explanatory Writing", "Government Structure", and "Multi-step Math Problems", each with a description and an "Acceptable" status. At the bottom right, there is a red arrow pointing to a button labeled "Upload SLO Evidence". Below this button, the "SLO Evidence" section shows two uploaded files: "GovernmentEssays.doc (Government Structure, Explanatory Writing)" and "Decimals.pdf (Multi-Step Math Problems)".

2012 - 2013 ▼

SLO Set

SLO Set Approval Status: **APPROVED**

Individual SLOs

[Explanatory Writing](#) **Acceptable**  
Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding statement.

[Government Structure](#) **Acceptable**  
Students will demonstrate an understanding of United States government (local, state, national) by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).

[Multi-step Math Problems](#) **Acceptable**  
Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry, patterns/relations/functions, data/statistics/probability).

**Upload SLO Evidence**

SLO Evidence

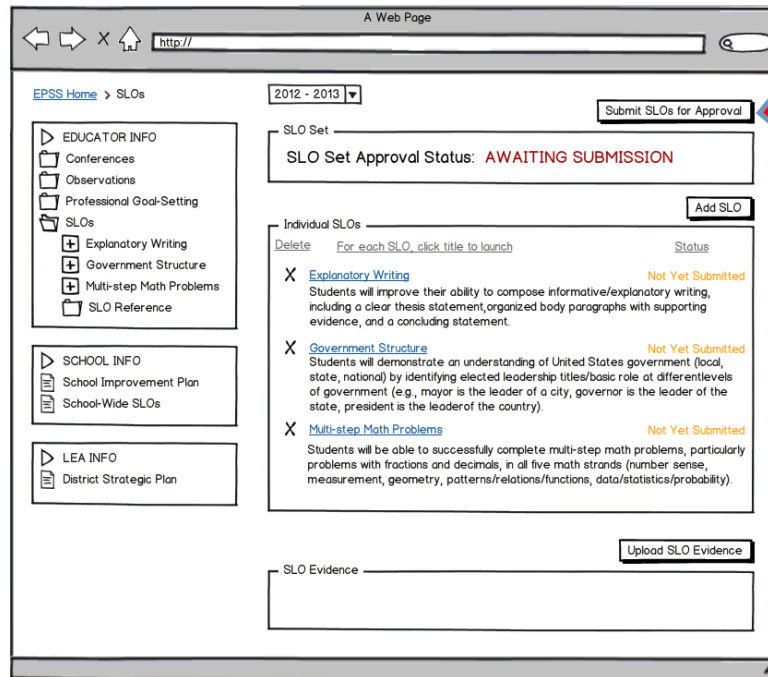
X [GovernmentEssays.doc \(Government Structure, Explanatory Writing\)](#)

X [Decimals.pdf \(Multi-Step Math Problems\)](#)

# How Are SLOs Submitted?



1. Click **Save** on the SLO Form (for each SLO)
2. Click **Submit SLOs for Approval** on the SLO Home Page
3. Click **Yes** when prompted for confirmation
4. SLO set is now locked
5. Evaluator is notified



2012 - 2013

**Submit SLOs for Approval**

SLO Set Approval Status: **AWAITING SUBMISSION**

Add SLO

Individual SLOs

Delete For each SLO, click title to launch Status

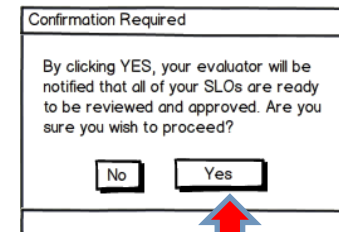
X [Explanatory Writing](#) Not Yet Submitted  
Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding statement.

X [Government Structure](#) Not Yet Submitted  
Students will demonstrate an understanding of United States government (local, state, national) by identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).

X [Multi-step Math Problems](#) Not Yet Submitted  
Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry, patterns/relations/functions, data/statistics/probability).

Upload SLO Evidence

SLO Evidence



Confirmation Required

By clicking YES, your evaluator will be notified that all of your SLOs are ready to be reviewed and approved. Are you sure you wish to proceed?

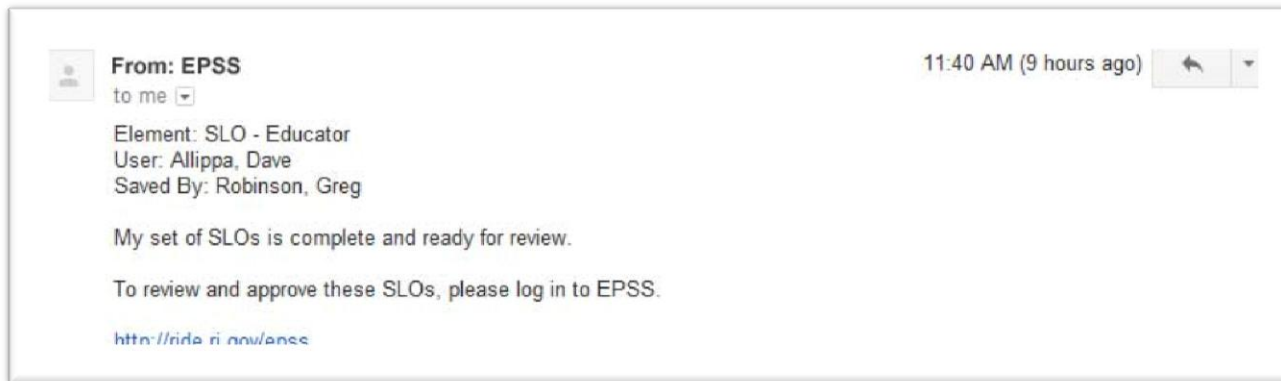
No Yes



# SLO Notifications for Evaluators

## How will I know when my teachers have submitted their SLOs?

EPSS emails the evaluator when an SLO set is ready for approval



## What do I do next?

Evaluator logs in to EPSS and opens the SLO Approval Form

Save individual SLO

Submit set of SLOs

Evaluator notified

SLO approval



### Session 4: Approving SLOs (Part I)

#### Objectives

##### **Evaluators will be able to:**

- Identify the proper scope of an SLO
- Understand why an Objective Statement is too broad or narrow

## Approving SLOs

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When approving SLOs, you are primarily looking at:

### ***Priority of Content***

- Is this objective aligned to school and/or district level priorities?
- Is the objective aligned to state and/or national standards?

### ***Quality of Evidence***

- Is the assessment completely aligned to measure the identified content/skills of the objective?
- Does the assessment provide the specific data needed to determine if the objective was met?
- Can the assessment be compared across classrooms and schools?

### ***Rigor of Target***

- Is the target(s) aligned with annual expectations for academic growth or mastery?
- What data source(s) informed the target that was set?
- Is the target(s) rigorous, yet attainable for all students?
- Will students be “on track” and/or reduce gaps in achievement if they reach the target(s)?



## Data Collection

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- We will complete 4 activities today
- After each activity, you will be asked to log into the **SurveyMonkey** and enter some information about your thoughts before and after the activity.
- This is **not a quiz** and the data will not be tied to individuals
- RIDE is collecting data on the efficacy of the activities and how evaluators feel about approving, coaching, and scoring SLOs
- The data will be **used to determine future PD needs**
- Please be honest!



**NOTE:** There will also be an end of day survey emailed to you.

# Assessing an Objective Statement

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**Too Broad:** Students will learn to play the recorder.

**Too Narrow:** Students will learn to play A and B notes on the recorder.

**Acceptable:** Students will learn to assemble, hold, and clean a recorder as well as play the C major scale and three of the most common semitones on the recorder.

# Priority of Content Activity:

### Objective Statement

An objective statement captures specifically **what knowledge and/or skills learners should attain** within an interval of instruction.

- *The objective statement is **too broad**:*  
Students will reach proficiency with fractions.
- *The objective statement is **too narrow**:*  
Students will be able to add fractions with like denominators.
- *The objective statement is **acceptable**:*  
Students will be able to identify equivalent fractions, add and subtract fractions with like denominators, and multiply fractions by whole numbers.



## Gr. 6, Speaking & Listening

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- *This objective statement is **too broad**:*  
Students will demonstrate proficiency with grade six standards for speaking and listening.
- *This objective statement is **too narrow**:*  
Students will demonstrate the ability to follow collaborative discussion norms, including setting deadlines and defining individual goals.
- *This objective statement is **acceptable**:*  
Students will demonstrate the ability to engage in collaborative discussion on grade-appropriate topics by identifying unfounded claims. Students' participation within discussion will include coming to discussions prepared, following discussion norms, setting goals and roles, and appropriately building upon the comments of others.

## Gr. 11, Writing Arguments

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- *This objective statement is **too broad**:*  
Students will improve their ability to write in response to informational text.
- *This objective statement is **too narrow**:*  
Students will improve their ability to include textual evidence in written arguments.
- *This objective statement is **acceptable**:*  
Students will improve their ability to analyze informational text and to write arguments informed by their analysis, grounded in germane textual evidence.

# SLO Approval Form

- Launched from the Evaluator dashboard
- One of the beginning-of-year forms in the Process View
- Provides a high-level view of the SLO set
- Read-only
- Changes are made on the individual SLO forms
- **Approve:** notifies educator; SLO set locked
- **Needs Revision:** notifies educator; SLO set unlocked
- **Save & Notify:** evaluators can send form to others

A Web Page

http://

[EPSS Home](#) > [My Caseload](#) > [Dave Allippo](#) > SLO Approval Form

**SLO Set Approval Status: PENDING**

Please click either the "Needs Revision" or "Approve" button below.

Explanatory Writing  
Students will improve their ability to compose informative/explanatory writing, including a clear thesis statement, organized body paragraphs with supporting evidence, and a concluding...

	Acceptable	Needs Revision
Priority of Content	✓	
Rigor of Target	✓	
Quality of Evidence		✓

**Notes:**  
(READ ONLY - pulled from the Approval Notes on individual SLO form.)

Multi-step Math Problems  
Students will be able to successfully complete multi-step math problems, particularly problems with fractions and decimals, in all five math strands (number sense, measurement, geometry...

	Acceptable	Needs Revision
Priority of Content	✓	
Rigor of Target	✓	
Quality of Evidence	✓	

**Notes:**  
(READ ONLY - pulled from the Approval Notes on individual SLO form.)

Approve Needs Revision Save & Notify Save



### Session 4: Approving SLOs (Part II)

#### Objectives

##### **Evaluators will be able to:**

- Understand what makes an SLO approvable or in need of revision
- Gain confidence in the ability to distinguish between SLOs that are approvable and those in need of revision
- Be able to provide constructive feedback to teachers on how to revise an SLO to make it approvable

# SLO Approval Activity

Please take a moment to enter your information  
in SurveyMonkey (ongoing)



## If the SLO is in need of revision...

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1. Evaluator should mark the SLO as needs revision in EPSS.
2. Evaluator should provide an explanation of why revisions are needed and suggestions for how to revise.
3. Teacher should revise and resubmit to evaluator as soon as possible.
4. Evaluator should review revised SLO and either approve or send back to teacher with guidance on how to submit a final revision.



The SLO must be revised if it does not identify the:

- Priority of Content
- Rigor of Target
- Quality of Evidence





## Session 5: Feedback and Revision

### Objectives

#### **Evaluators will be able to:**

- Become familiar with scenarios that would warrant revising an SLO or would require support from the evaluator, or both.
- Understand the types of questions and feedback an evaluator would ask or provide to a teacher at a MYC.

## Facilitator Role Play

## Gr. 7 Mathematics SLO – First Draft

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**Student Learning Objective:** Students will demonstrate mastery of 7<sup>th</sup> grade district curriculum based on the Common Core State Standards.

**Aligned Standards:** 7.NS.1,2,3; 7.EE.1,2,3,4; 7.RP.1,2,3; 7.G.1,2,3,4,5,6;  
7.SP.1,2,3,4,5,6,7,8

**Baseline:** I have reviewed students' 6<sup>th</sup> grade mathematics grades.

**Evidence Source:** Final exam

**Target(s):** By the end of the year, students should be able to pass a cumulative final exam that reflects quarters 1-4. A grade of 75% or better is considered passing and indicates that the student is prepared for 8<sup>th</sup> grade mathematics. The expectation is that 80% of students will attain this standard. The final exam will serve as the primary source of evidence, with student grades serving as a secondary source.

**Rationale for Target:** This target is my best estimate based on the fact that the curriculum is new. I based my targets on the percentage of students in my class with IEPs (approximately 20 %).

**Administration & Scoring:** The assessment will be administered to all students on the same day during the final exam week. The assessment will be collected and scored by myself, using a key and rubric that I have created. Rubrics for scoring constructed response questions will be provided to students in advance .

## Providing Feedback for Revision

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- Base your feedback on what is written in the SLO.
- Be specific and prioritize feedback.
- Describe rather than evaluate.
- Attend to the teacher's stated needs or area of focus.

SLOs can/should be revised IF...

- Based on new information, it is clear the objectives fail to address the most important learning in the classroom/course
- New, more reliable sources of evidence become available
- Class compositions have changed significantly
- Teaching schedule or assignment has changed significantly





# Rhode Island Model Academy for Personnel Evaluating Teachers

## **Day 3: Student Learning Objectives** (Afternoon)

## **SLO COACHING/SUPPORTING ACTIVITY**

## MYC: Revision or Support?

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Mrs. Sherwood set a reading SLO for her third grade students at the beginning of the year, based upon their beginning-of-year reading assessments. She has been implementing the district reading curriculum and monitoring students' progress toward their targets. However, by your Mid-Year Conference in February, she reports that only 66% of students are currently on track to meet their targets. When asked to explain, Mrs. Sherwood points out that only 15 of her original 28 students are still on her roster. She has 9 new students, 4 of which are struggling readers. She would like to adjust the targets to be appropriately rigorous for her current group of students.



## MYC: Revision or Support?

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Mrs. Greene set an SLO for her 7<sup>th</sup> grade Social Studies classes, using the text book unit tests as evidence. However, this fall, as part of her Professional Growth Goal, she and her colleagues in the Social Studies department took an online course on educational assessment. Based on what she's learned in the course, she wants to create a portfolio assessment based on the three units in the spring semester. She would like to include this assessment as an additional piece of evidence in her SLO.

## MYC: Revision or Support?

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Mrs. Woodrow teaches AP Spanish. Based upon her results in past years and this year's students' incoming grades, Mrs. Woodrow set an SLO that all students would pass the AP Spanish exam with a score of 4 or better. At the midyear conference, however, she shares practice test data that indicate that only half of her students are on track to pass the exam. When asked to explain, she reports that the kids are unfocused, disruptive, and are not doing their work outside of class. She would like to adjust the target to reflect

Please take a moment to enter your information  
In SurveyMonkey (ongoing)



## If the SLO is in need of revision...

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1. The teacher should provide an explanation of why revisions are needed and suggestions for how to revise.
2. Teacher should revise and resubmit to evaluator as soon as possible.
3. Evaluator should review revised SLO and either approve or send back to teacher with guidance on how to submit a final revision.



## Session 6: Scoring & Closure

### Objectives:

#### **Evaluators will be able to:**

- Understand how to apply the SLO scoring language.
- Understand how sets of SLOs are scored.
- Reflect on the day and think about next steps.

# Scoring SLOs



Review available evidence submitted by the educator or leader, including the educator's summary of results.

Compare results to original target(s).

Ask: Was the target reached? If not, was it close? If so, was it greatly surpassed?

Use Individual Student Learning Objective Scoring guidance to score Student Learning Objective as Exceeded, Met, Nearly Met, or Not Met (see guidance on following page).

## Scoring SLOs

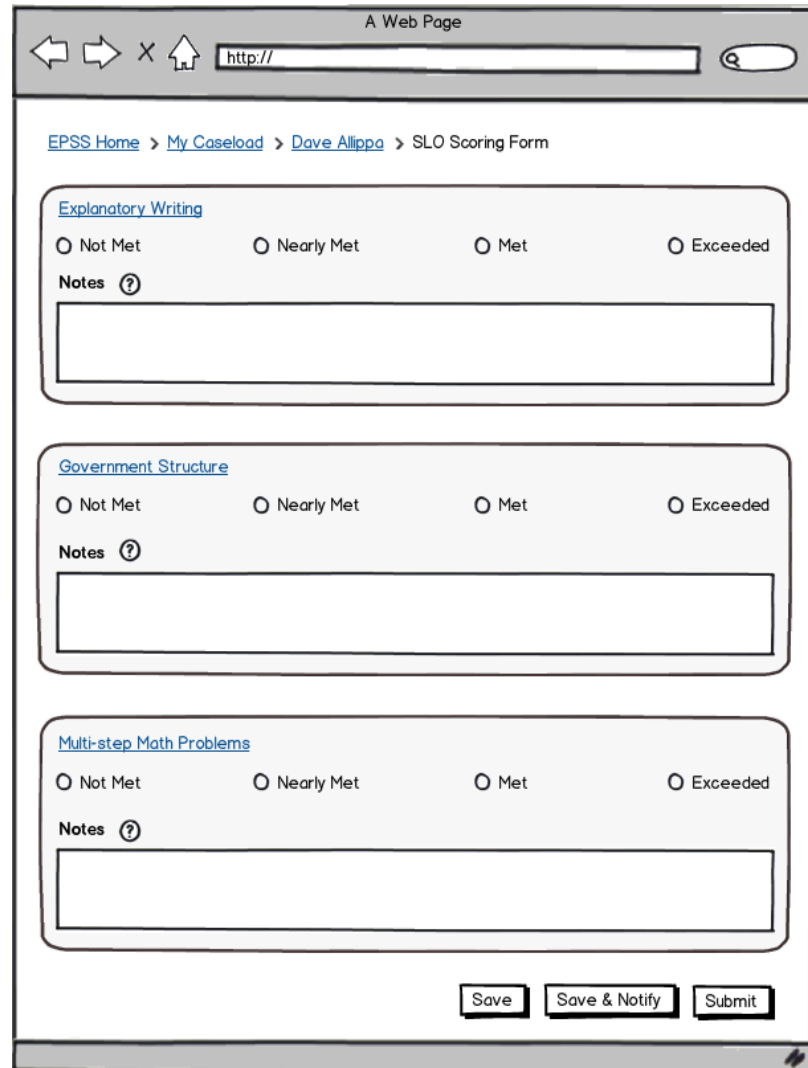
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- PRIOR to the End-of-Year Conference, teachers should:
  - Gather and analyze student learning data relevant to their SLOs (e.g., assessment results)
  - Complete the results section of each SLO Form
  - Submit data and completed SLO Form to evaluators at least 48 hours in advance of conference

# SLO Scoring Form

- Launched from the Evaluator dashboard
- One of the end-of-year forms in the Process View
- Provides a high-level view of the SLO set
- Cannot be edited by teachers
- Changes are made on the individual SLO forms
- **Save:** saves draft Scoring Form; no email sent
- **Save & Notify:** evaluators can send form to others
- **Submit:** notifies educator; completes the SLO evaluation component



A Web Page

http://

[EPSS Home](#) > [My Caseload](#) > [Dave Allippa](#) > SLO Scoring Form

Explanatory Writing

☐ Not Met ☐ Nearly Met ☐ Met ☐ Exceeded

Notes ?

Government Structure

☐ Not Met ☐ Nearly Met ☐ Met ☐ Exceeded

Notes ?

Multi-step Math Problems

☐ Not Met ☐ Nearly Met ☐ Met ☐ Exceeded

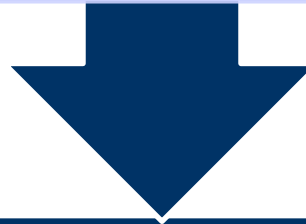
Notes ?

Save Save & Notify Submit



## Step 1

The evaluator should rate each individual Student Learning Objective



## Step 2

The rating is calculated within EPSS based upon individual scores

## Step 1: Rating individual SLOs

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Participants should review Sample SLO

**Objective:** Students will improve their expository writing in response to informational text, including a clear thesis statement and the inclusion of appropriate textual evidence.

**Assessment:** District writing prompt assessment (administered quarterly)

**Targets:**

1. The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.
2. The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.

## Step 1: Rating individual SLOs

**Met**-This category applies when all or almost all students met the target(s). Results within a few points, a few percentage points, or a few students on either side of the target(s) should be considered “Met”. The bar for this category should be high and it should only be selected when it is clear that the students met the overall level of attainment established by the target(s).

### SAMPLE DATA

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 5 of the 26 students improved by 2 levels.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	32/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 3 of the 34 students improved by 3 levels.

Most students met their targets. 8/60 students exceeded their targets. Only 3/60 students did not meet their targets.

## Step 1: Rating individual SLOs

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### What's "a few"?

- RIDE's scoring guidance does not identify a specific number for what qualifies as "a few"
- That is because what is considered "a few" is relative to the size the of the group (5 out of 20 vs. 5 out of 120)
- LEAs may add another layer of specificity to make scoring more consistent within the district
  - Ex. 5% on either side of the target

## Step 1: Rating individual SLOs

**Nearly Met-** This category applies when many students met the target(s), but the target(s) was missed by more than a few points, a few percentage points, or a few students. This category should be selected when it is clear that students fell just short of the level of attainment established by the target(s).

SAMPLE DATA

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	20/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	26/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 2 of the 34 students improved by 3 levels.

Both targets were missed by more than a few students (6/26 and 8/34). However, over 75% of students in both tiers met their targets and 2 students exceeded their targets.



This category was added based on feedback from gradual implementation

## Step 1: Rating individual SLOs

**Exceeded** –This category applies when all or almost all students met the target(s) and many students exceeded the target(s). For example, exceeding the target(s) by a few points, a few percentage points, or a few students would not qualify an SLO for this category. This category should only be selected when a substantial number of students surpassed the overall level of attainment established by the target(s).

### SAMPLE DATA

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	25/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4. 16 of the 26 students improved by at least 2 levels.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	34/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4. 7 of the 34 students improved by at least 3 levels.

All but one student students met their target. In addition, 23 out of 60 students exceeded their targets. This can be considered a “substantial number” for a group of this size.

## Step 1: Rating individual SLOs

**Not Met-** This category applies when the results do not fit the description of what it means to have “Nearly Met”. If a substantial proportion of students did not meet the target(s) the SLO was not met. This category also applies when results are missing, incomplete, or unreliable.

### SAMPLE DATA

Targets	Results
The 26 students who scored a 3 or 4 on Q1 assessment will improve by at least 1 level by Q4.	16/26 students who scored a 3 or 4 on Q1 assessment improved by at least 1 level by Q4.
The 34 students who scored a 1 or 2 on Q1 assessment will improve by at least 2 levels by Q4.	21/34 students who scored a 1 or 2 on Q1 assessment improved by at least 2 levels by Q4.

The targets were not met in either tier. 10 students missed the target in the first tier and 13 students missed the target in the second tier. This can be considered a substantial proportion for a group of this size (23/60).

## Step 1: Individual Scoring Practice

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1. Review each SLO
2. Focus on the targets and the results section
3. Assign a rating for each SLO

Score  
individually



Discuss with  
your group



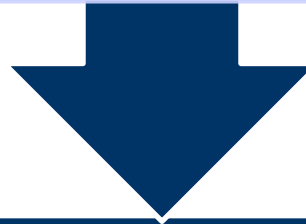
Please take a moment to enter your information  
in SurveyMonkey (ongoing)





### Step 1

The evaluator should rate each individual Student Learning Objective



### Step 2

The rating is calculated within EPSS based upon individual scores

## Step 2: Scoring a Set of SLOs

<b>Exceptional Attainment</b>	<ul style="list-style-type: none"><li>•Results across Student Learning Objectives indicate superior student mastery or progress. This category is reserved for the educator who has surpassed the expectations described in their SLOs and/or demonstrated an outstanding impact on student learning.</li></ul>
<b>Full Attainment</b>	<ul style="list-style-type: none"><li>•Results across Student Learning Objectives indicate expected student mastery or progress. This category is reserved for the educator who has fully achieved the expectations described in their SLOs and/or demonstrated a notable impact on student learning.</li></ul>
<b>Partial Attainment</b>	<ul style="list-style-type: none"><li>•Results across Student Learning Objectives indicate some student mastery or progress. This category applies to the educator who has partially achieved the expectations described in their SLOs and/or demonstrated a moderate impact on student learning.</li></ul>
<b>Minimal Attainment</b>	<ul style="list-style-type: none"><li>•Results across Student Learning Objectives indicate insufficient student mastery or progress. This category applies to the educator who has not met the expectations described in their SLOs or the educator who has not engaged in the process of setting and gathering results for SLOs.</li></ul>

## Step 2: Scoring a Set of SLOs

### Scoring Tables

SLO 1	SLO 2	Final
Exceeded	Exceeded	Exceptional
Exceeded	Met	Full
Exceeded	Nearly Met	Partial
Exceeded	Not Met	Partial
Met	Met	Full
Met	Nearly Met	Partial
Met	Not Met	Partial
Nearly Met	Nearly Met	Partial
Nearly Met	Not Met	Minimal
Not Met	Not Met	Minimal



pp. 71-73



Think about how the SLO process has shaped your view about **how to evaluate teacher impact.**

# Session Closure



Take a few minutes to independently write down thoughts for implementation at your school:

**3 Actions you will take following this session**

**2 Challenges you anticipate**

**1 Possible solution to your challenge**



With a partner, share one action you're going to take or one challenge and potential solution.

### **Day Three Reflection and Feedback:**

1. Complete the final section of your ongoing Day 3 survey.
2. Complete the online survey emailed to you before you leave (similar to Day 1 and Day 2).
3. On post-its please list:
  - One thing that worked today
  - One suggestion for improving the training